



KentuckyHistoricalSociety

TORN WITHIN & THREATENED WITHOUT

KENTUCKIANS IN THE CIVIL WAR ERA



Post-Visit Activity

4th/5th Grade

Comic Book Research, Writing, and Drawing

Overview:

This post-visit activity is designed as a culminating project that follows pre-visit activities and a visit from the HistoryMobile (using Touring Strategy #1). Working individually or in groups, students will use primary and secondary sources to construct a short comic about the Civil War. All HistoryMobile activities support Common Core English Language Arts standards. Students should score two or higher on the [assessment rubric](#) for proficiency.

About the Exhibit: The HistoryMobile exhibit “Torn Within and Threatened Without: Kentuckians and the Civil War Era” features eight Kentuckians ranging from the famous to the everyday citizen. Through personal recollections, primary sources, authentic artifacts and touch-screen activities, students can explore the difficult decisions Kentuckians faced during the Civil War.

Time Required: 1-2 Hours

Common Core Standards Addressed:

English Language Arts » Writing » Grade 4/5

Text Types and Purposes

- ❖ CCSS.ELA-Literacy.W.4.3/5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- ❖ CCSS.ELA-Literacy.W.4.3a/5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- ❖ CCSS.ELA-Literacy.W.4.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- ❖ CCSS.ELA-Literacy.W.5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations

Production and Distribution of Writing

- ❖ CCSS.ELA-Literacy.W.4.4/5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge

- ❖ CCSS.ELA-Literacy.W.4.7/5.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- ❖ CCSS.ELA-Literacy.W.4.8/5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- ❖ CCSS.ELA-Literacy.W.4.9/5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

- CCSS.ELA-Literacy.WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Essential Resources:

- Student Research Tools
 - Student Notes from Graphic Organizer (completed while students were in the HistoryMobile)
 - HistoryMobile Comic Book (Copies received during HistoryMobile visit)
- [Student Comic Template](#)
[Student Instruction Sheet](#)
- Pencil or Colored Pencils

Vocabulary:

Citing Sources: *Listing the sources used to create an argument, essay, or other writing.*

Comic: *A story told through graphic art in a series of panels.*

Comic Book Character: *A person or superhero that is part of a comic book story.*

Dialogue: *A conversation between two or more people.*

Activity: Working individually or in groups, students will draw a comic about the Civil War. Using their graphic organizer, the HistoryMobile Comic Book, and additional primary source information*, students should use the [Student Comic Template](#) and [Student Instruction Sheet](#) to create a 3-panel comic. Student comics should feature two of the HistoryMobile characters, who will discuss the issue of slavery. At least two sources must be used and cited by students to support their comic.

* Primary sources for each character are included in the teacher resources.



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Student Comic Instructions

Read all directions carefully.

Using your notes from the HistoryMobile and other materials, your assignment is to create a comic about the Civil War. Your comic should feature the two characters you were assigned when you visited the HistoryMobile. **Your characters should discuss the issue of slavery**, and it's up to you to draw them and make up the words, clothes, and scenery! You should cite at least one source to support your comic in the space provided. You will be graded on your organization, spelling and grammar, and the number of sources you cite.

- 1. Gather Your Research:** Review your notes from your graphic organizer, and find out more about your characters by analyzing a primary source about them. How do your characters feel about slavery?
- 2. Draft Your Dialogue:** On the back of your graphic organizer, draft the conversation that your characters will have. What will they say to each other about slavery?
- 3. Draw Your Comic:** Using the [Student Comic Sheet](#), draw your comic. Each box should have characters and dialogue. You can use the HistoryMobile comic book for ideas.
- 4. Cite Your Sources:** In the space provided, cite at least one source that you used to create your comic. You should cite the author, title, publisher, and date. Here is an example:

HistoryMobile Exhibit. "Torn Within and Threatened Without: Kentuckians in the Civil War Era." Kentucky Historical Society. Frankfort, Ky. 2013.



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Student Comic Sheet

Name of Student(s):

Name of Characters:

1

2

3

Sources Cited



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Student Comic Assessment Rubric

	1	2	3
Research Skills	Student cites no primary sources into their comic. Character dialogue is unrelated to research.	Student cites one primary source into their comic. Character dialogue is loosely related to research.	Student cites two primary sources into their comic. Character dialogue closely matches research.
Organization	Focus and ideas are unclear. Transitions are lacking.	Focus is clear. Ideas are communicated through logical sequence.	Focus is clear and distinct. Ideas are communicated through logical sequence. Writing reflects creative expression.
Grammar and Spelling	Text is confusing, reflecting inconsistent subject-verb agreement and verb tense. Five or more spelling errors.	Text reflects adequate subject-verb agreement and verb tense usage, containing few errors. Three to five spelling errors.	Text reflects excellent subject-verb agreement and proper verb tense. Less than three spelling errors.